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ABSTRACT

This book is designed to help the teacher become a reflective practitioner in the multicultural science classroom. The ideas presented are grounded in constructivist theory and emphasize a multicultural approach to science education. The first section, "Addressing Diversity," deals with issues germane to the science education needs of culturally diverse learners. "Constructing a Knowledge of Science," the second section, deals with ways in which children learn and ways of facilitating the academic growth of all children. "Developing Pedagogical Content Knowledge" deals with the content-area specific knowledge necessary for effective science teaching. The final section, "Teaching through Thematic Units," presents models for integrating content areas and for presenting science as part of a unified whole. Each chapter begins with a graphic organizer, a visual representation of the knowledge in the chapter. A series of "Points To Ponder" provides cues about topics for reflective practice. Background and classroom practice techniques are included, as well as a chapter summary and review and reflective practice sections. Appendix A discusses classroom safety, Appendix B discusses animals for the classroom, and Appendix C reviews equipment and supplies. A glossary is included. (Contains 50 figures, 19 tables, 14 graphic organizers, and 457 references. (SLD)

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